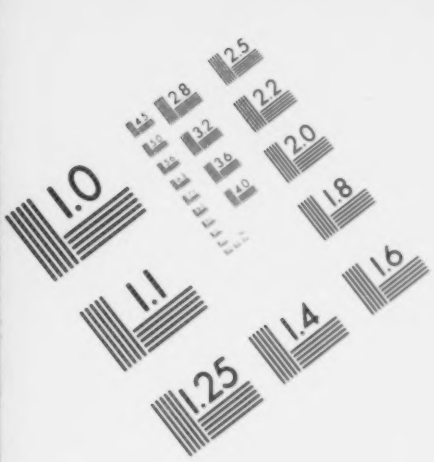

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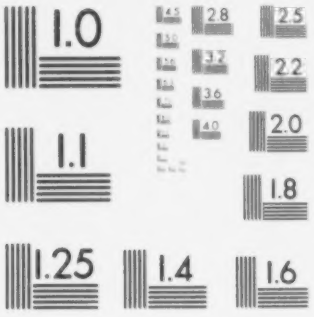

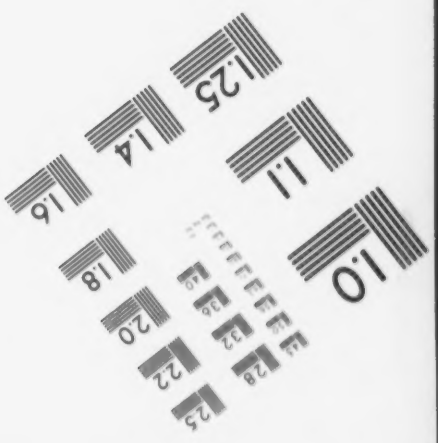

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ABSTRACT

A study was made of the impact of Chapter 5 and 6 Regulations and Chapter 339 Standards, which increase graduation requirements, on vocational education in Pennsylvania. The target group for the 1987 follow-up mail survey was the vocational director or administrator in each of the 73 area vocational-technical schools (AVTSs) and 60 randomly selected school districts in Pennsylvania. Data were obtained from 100 percent of the AVTSs and 65 percent of the school districts. Some of the findings were the following: (1) 24 percent of the AVTSs reported adult enrollments in their daytime vocational programs; (2) secondary vocational enrollments declined more than enrollment in general; (3) local administrators are trying to change schedules so more students can attend AVTSs; (4) many vocational educators feel they are ill-equipped to meet the needs of an ever-increasing number of disadvantaged and handicapped students; (5) more school districts expected decreases than increases in vocational enrollment; and (6) scheduling students in vocational programs continued to be a problem because of increased graduation requirements. (Appendices include the survey form and 19 tables of enrollments and scheduling information.) (KC)

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1987 Follow-up Survey on Chapters 5 and 6

Impact on Area Vocational-Technical Schools and Selected School Districts

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1987 FOLLOW-UP SURVEY ON CHAPTERS 5 AND 6

IMPACT ON AREA VOCATIONAL-TECHNICAL SCHOOLS

AND SELECTED SCHOOL DISTRICTS

Pennsylvania Department of Education 1987

Commonwealth of Pennsylvania
Robert P. Casey, Governor

Department of Education
Thomas K. Gilhool, Secretary

Office of Basic Education
Donna D. Wall, Commissioner

Bureau of Vocational and Adult Education
Donald B. Spangler, Director (Acting)

Division of Vocational Education Planning,
Development and Evaluation Services
William J. Reilly, Chief

Compiled by Clarence A. Dittenhafer
Thomas R. Winters

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

July 1987

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For additional copies of this publication, please contact Clarence A. Dittenhafer, telephone number 717-783-6867.

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SUMMARY

Area Vocational-Technical Schools

- Seventy-three (100.0%) of the AVTSs participated in the mail survey from May 6 through August 5, 1987. The survey was designed to collect information relative to the effects of implementing Chapters 5 and 6 of the State Board of Education's Regulations and Chapter 339 of the Department of Education's Standards.

- Nineteen (26.0%) of the 73 AVTSs reported enrollment increases to VEMIS in 1986-87, while fifty-three (72.6%) indicated declines for the same year. One AVTS (1.4%) reported no change. The projected enrollments from survey data for 1987-88 indicated 17 (23.3%) expected increases, 29 (39.7%) decreases and 27 (37.0%) no change.

- Eighteen (24.7%) of the 73 AVTSs reported adult enrollments in their daytime vocational programs.

- Secondary regular enrollments (grades 10-12) declined 73,035 (14.2%) between 1980-81 and 1985-86, while vocational enrollments declined 62,818 (27.7%) during the same period.

- There is a continuing effort by local administrators and governing bodies to change scheduling configurations in order to permit as many students as possible to attend the AVTSs.

- There is a general consensus among many vocational educators that they are ill-equipped to meet the needs of an ever-increasing number of disadvantaged and handicapped students.

- Cooperation and flexibility between all educational agencies seemed to be the key to successful implementation of the new regulations and standards.

School Districts

- Thirty-nine (65.0%) of the 60 randomly selected school districts participated in the mail survey from May 6 through August 5, 1987.

- Twenty-seven (45.0%) of the 60 school districts reported enrollment increases to VEMIS in 1986-87, while 32 (53.3%) indicated declines for the same year. One school district (1.7%) reported no change. The projected enrollments from survey data for 1987-88 indicated 10 (25.6%) expected increases, 16 (41.0%) decreases and 13 (33.3%) no change.

- Many of the responding administrators indicated they were able to comply with the minimum hour or planned course requirements for vocational education programs. However, scheduling students in vocational programs continued to be a problem with the increased graduation requirements.

OBJECTIVES

The overall objective of this report is to provide data on the impact of Chapter 5 and 6 Regulations and Chapter 339 Standards on vocational education. Chapter 5 Regulations went into effect September 1985. The class of 1988 will be the first students to graduate with three years under the new (Chapter 5) Regulations. The Chapter 6 Regulations and 339 Standards went into effect September 1986. Thus, the first group of students graduating under full implementation of all the new (Chapter 5, 6 and 339) Regulations and Standards will be the class of 1989. These varying implementation dates should be considered when reading this report.

The specific objectives of the study were to determine:

1. changes in enrollment patterns from 1985-86 to 1986-87.
2. projected changes in enrollment patterns from 1986-87 to 1987-88.
3. changes in scheduling patterns.
4. schools anticipating scheduling changes.
5. reasons given for increases in vocational enrollments.
6. reasons given for decreases in vocational enrollments.
7. new vocational and academic programs.
8. termination or reduction in vocational and academic programs.
9. problems encountered with implementing Chapters 5 and 6.
10. suggestions for improving the implementation of Chapters 5 and 6.
11. cooperation from participating schools in implementing Chapters 5 and 6.
12. other comments.

PROCEDURE

The target group for the 1987 follow-up survey was the vocational director or administrative spokesperson for each of the 73 AVTSs and 60 randomly selected school districts in the Commonwealth. The survey was conducted in May 1987. A copy of the transmittal letter and survey are appended to this report. All data for 1985-86 and 1986-87 were obtained from VEMIS files. All data projections for 1987-88 were obtained by mailed survey. Verification of projected data from the 1984, 1985 and 1986 studies would tend to indicate that projected data is usually inflated.

The diversity of the AVTS structure in relationship to governance, grades in which programs are offered, the type of school, the type of scheduling patterns, economic conditions and political stature all contribute significantly to the impact of Chapters 5 and 6.

REASONS GIVEN FOR INCREASES IN VOCATIONAL ENROLLMENTS

Area Vocational-Technical Schools

- o We are effectively marketing our AVTS programs. (5)
- o Our school has excellent communications, good student interest, quality programs and high job placement rates. (2)
- o We are updating our curricula and equipment.
- o We revised schedules at the AVTS and participating schools.
- o The AVTS is promoting daytime adult enrollments to offset AVTS operating costs. (2)
- o The AVTS is providing new and improved programs. (2)
- o We have improved communications and relationships with junior high schools.
- o There is an increased influx of special education students into the AVTS.
- o The enrollments are increasing in our participating schools.
- o Teachers are becoming involved in recruiting students.
- o There is better cooperation with participating districts.
- o Our school is changing from a two-year to a "modified" three-year program.
- o The area economy is improving.
- o There is high employment in our locality.

School Districts

- o There is increased interest in Business Education.
- o There is a general population increase in the school district with accompanying student enrollments.
- o There is increased economic growth in our local area.
- o There is a decline in the number of students electing to attend the AVTS.

NOTE: The numbers in parentheses following some statements indicate how many schools made the response.

REASONS GIVEN FOR DECREASES IN VOCATIONAL ENROLLMENTS

Area Vocational-Technical Schools

- Students that fail any required academic subject will be denied access to a complete vocational program. (14)
- Secondary school enrollments are declining. (13)
- Some sending schools are holding back students to protect teaching jobs and reduce costs.
- High risk students--"potential dropouts"--have difficulty with academic requirements.
- Technical students (frequently collegebound) are unable to acquire the necessary mathematics or science credits at the AVTS.
- Parents are misinformed about the value of vocational education.
- Graduation requirements are increasing in participating schools. (2)
- There are real and imagined scheduling concerns.
- Students are not being given adequate scheduling advice at the participating schools. (2)
- Participating schools are placing more students in their own vocational programs (Vocational Agriculture, Business Education, etc.), thereby decreasing the number of students sent to the AVTS. (4)
- There is declining student interest in some programs.
- Participating schools will not change their schedules to facilitate Chapters 5 and 6. (3)
- Our school is changing from a three-year to a two-year program.
- Our school is a seniors only program.
- We have closed programs.
- Many students attending the AVTS come with academic problems and often a feeling of low self-esteem.
- Some counselors are discouraging potential vocational students from attending the AVTS.
- Some students are unsure they can succeed in getting a diploma and also attend the AVTS.
- Vocational education is perceived as serving primarily special needs students.

School Districts

- o There are less students electing vocational education.
- o Chapter 5 has made scheduling difficult for vocational students. (3)
- o There is an increased interest in college preparatory programs. (4)
- o There is a general decrease in school population. (10)
- o We have changed our scheduling procedures.
- o There is decreased emphasis on vocational guidance in the middle schools.
- o Several major industrial plants have closed in our area.
- o Students cannot schedule three periods per day of vocational education in the comprehensive high school.

PROBLEMS ENCOUNTERED WITH IMPLEMENTING REGULATIONS AND STANDARDS

Chapter 5

Area Vocational-Technical Schools

- o There is no flexibility--not enough time in the school day to schedule all of the required subjects and vocational programs, especially with seven-period days. (9)
- o Students have difficulty meeting the arts and humanities requirement--no opportunity for failure.
- o The lowering of hours in vocational instruction reduces the number of completed competencies.
- o There is too much emphasis placed on academic excellence for the student not academically inclined. (2)
- o The requirements make it difficult, if not impossible, for students to attend the AVTS. (6)
- o Students failing a course cannot remain at the AVTS because of time constraints. (16)
- o Students with little interest in academics are dropping out of school.
- o There is decreased time for vocational education due to required academics. (2)
- o We are scheduling to provide a two-year mathematics program at the AVTS for those students needing the credits for graduation. (3)
- o Someone needs to identify mathematics and science competencies in vocational programs to justify credit substitution in participating schools. (2)
- o There are more students failing in the home school and AVTS.
- o Our participating schools restrict AVTS attendance to two years.
- o The continued emphasis on planned courses has a negative effect on vocational education. (2)
- o Our vocational programs were changed from three year to two year.
- o The problems of implementation are referred back to the AVTS for resolution.
- o There is an increase in the number of special needs students.
- o There is an almost total loss of above-average studen's.

- The additional requirements make the house building project more difficult due to the students being pulled out of shop for mathematics.

School Districts

- Schools have to make adjustments in scheduling.
- The required academic subjects take five of the seven periods per day.
- To meet humanities requirements our business students must carry an academic overload in their junior and senior years.
- Vocational students have a problem making up failures.
- Required academic courses are difficult to schedule for AVTS students.
- Participating schools had to reduce the time students spend in vocational classes.

Chapter 6

Area Vocational-Technical Schools

- We are granting mathematics, science, and arts and humanities credit substitutions. (3)
- We abolished the DO program and cut back on cooperative education. (2)
- We need clarification on articulation agreements with participating school districts. (2)
- The mandatory 360-clock hours of instruction preclude flexible scheduling for students desiring to remain in both college preparatory and vocational curricula.
- The regulations are a nuisance in the midst of all other changes.
- The requirement that mandates programs terminate in the 12th grade precludes students completing the competencies in grades 10 and 11.
- We anticipate trouble justifying labor market data.
- A private college is the only postsecondary institution within our attendance area.
- Articulation cannot be mandated since we do not have a postsecondary institution in our locale. (2)
- When implementing CBVE, models of exemplary programs would be helpful. (2)
- Our curricula had to be updated to meet Chapter 6 requirements.

- o Placement will be a problem--what are the criteria for special needs students? (2)

- o Why must all vocational programs be competency based?

School Districts

- o Implementation will require additional time and space for vocational agriculture.

- o Business English must be taught by academic not business teachers.

- o Few students will schedule enough time/courses to be considered vocational.

Chapter 339

Area Vocational-Technical Schools

- o There is a lack of state guidelines on admission practices predictive of success in a vocational program. (2)

- o There is a problem articulating with participating schools regarding subjects and their substitutions. (2)

- o The needs assessment data are out of date when received.

- o Cosmetology students need a substitution in science. (2)

- o We have trouble getting teachers to understand and develop the required documentation for a competency-based instructional system.

- o When students reach the 10th grade, one would think they would have the appropriate academic competencies, but many do not!

- o Liability is becoming a concern with the increasing number of special needs students working in potential life and death situations.

- o Participating districts are recommending students be permitted to attend the AVTS with a maximum of two academic deficiencies.

- o The high rate of unemployment in the local labor market presents a placement problem.

- o The Standards will require 720 hours when a program may only need 360 hours to complete the necessary competencies. (3)

School Districts

- o Labor market information for many programs are not positive.

- o Teachers have trouble in writing competency objectives.

- o There is a problem with the time and money involved in rewriting curricula to make it competency based.

- The required academic courses restrict the number of vocational courses a student can schedule. (3)

- The placement of students at the end of training is a problem.

SUGGESTIONS TO SCHOOL PERSONNEL FOR IMPLEMENTING
REGULATIONS AND STANDARDS

Chapter 5

Area Vocational-Technical Schools

- o We work closely with participating schools in meeting academic requirements. (2)
- o Participating schools should develop competency-based academic curricula.
- o Participating schools should increase the length of the school day and schedule eight periods per day. (2)
- o Don't increase graduation requirements above the 21-credit minimum.
- o Participating schools should utilize the course substitutions. (13)
- o We have dropped the vocational program hours to the 720 minimum or two hours per day. (2)
- o The state should approve a waiver of the arts and humanities credit requirement for vocational students instead of requiring individual local requests.
- o The state should grant the AVTS directors authority to verify mathematics, communications or arts and humanities credit to home schools based on planned course content at the AVTS.
- o We must be prepared for higher dropout rates. (2)
- o Governing bodies should consider converting to a full-time AVTS where the schedule can be controlled internally. (2)
- o Administrators should put aside all personal thoughts on how they traditionally view vocational education and provide flexibility in their programs to serve more and more diverse student populations. (3)
- o Counselors should make sure that special needs students get more academics in 9th grade.
- o The state should relax academic requirements for vocational students. (4)
- o Participating schools should give one mathematics credit for a three-year vocational program.
- o Participating schools need to rearrange their academic courses. (2)
- o Counselors should make sure students are taking enough academic courses in grades 9 and 10.

- Instructors should impress upon students the importance of maintaining passing grades in their academic courses.

- The state should make vocational education a required course.

- Schools should implement a separate track for vocational students through grade 12 and provide a strong 13th- and 14th-year program.

- Directors must be patient--maintain as many hours at the AVTS as possible.

- The substitution provision doesn't give superintendents enough leeway to implement the Regulations.

School Districts

- Students should be made aware that business education graduates can enter almost all colleges.

- Academic instructors should indicate job or skill content of course.

- Schools should go to an eight-period day.

- Administrators should attempt to realistically balance requirements in the best interest of the students.

- Counselors should remind students of the Chapter 5 Regulations and encourage them to stay in their chosen academic and/or vocational program.

- The AVTS should offer mathematics and science-related courses. (2)

- The state should permit related mathematics taught in trade and industrial classes to meet Chapter 5 Regulations.

- Parents should not allow bureaucracies to limit students' freedom of action.

Chapter 6

Area Vocational-Technical Schools

- Directors should provide for college preparatory students in participating schools to take modified vocational programs for better career awareness.

- Administrators should contact postsecondary institutions to articulate with AVTSs.

- Directors should stress the importance of job placement for continuation of the program.

- Administrators should determine the minimum time requirements and adjust programs to comply. (2)

- The placement data for the state and SDA do not reflect the real world.

- o The state should relax the 720-hour requirement for a one-year program. (2)
- o Instructors should include mathematics competencies in the vocational curriculum.
- o Administrators should read the state's vocational education philosophy and Chapter 6 Regulations then develop a means to do what has to be done.
- o Directors should do an analysis of vocational courses to see what competencies are being taught and which could be substituted for academic requirements.
- o Administrators should conduct staff improvement programs and enlist their help in complying with the Regulations.
- o Instructors should acquire exemplary CBVE program models to guide implementation.
- o Instructors should utilize an occupational committee to help the program.
- o The state should approve programs based on merit not time.
- o Educators must document what they are doing.
- o The state must make sure all schools follow Regulations 6.31, 6.51 and 6.71.

School Districts

- o Educators must have patience and creativity.
- o The time requirements are too strict.
- o Chapter 5 and 6 requirements should have been coordinated at the time of enactment.
- o Counselors should impress on students that "picking and choosing" business courses will not give them a marketable skill.
- o Educators need to identify vocational skills in academic curricula that provide benefits to all students. (2)
- o The state should drop requirements for additional courses in mathematics and science for business students.

Chapter 339

Area Vocational-Technical Schools

- o Educators should encourage state and regional PDE-sponsored workshops to develop policies and procedures.

- o Program approvals should have a lot of flexibility because employment patterns are very unstable, enrollment patterns fluctuate and the high percentage of handicapped and disadvantaged students drastically affect employment percentages.

- o The state should define what is expected in relation to articulation, critical skills and occupational analysis. (5)

- o Administrators should determine the minimum time requirements and adjust programs to comply.

- o Administrators should build a lot of staff development time into the school schedule.

- o Administrators should read the state's vocational education philosophy and the Chapter 339 Standards then develop the means to do what has to be done.

- o Labor market data should not be limited to the local area.

- o Document what you are doing.

- o Administrators should make participating schools inform all students about the advantages of vocational education.

School Districts

- o The implementation of competency-based curricula will be beneficial to students and instructors.

- o Teachers should revise planned courses to coordinate with Chapter 5.

OTHER COMMENTS

Area Vocational-Technical Schools

- We are expanding a 9th grade career exploratory program that is not vocational but will bring these students into the AVTS on a full-time basis.
- The lack of adequate fiscal resources and access to financial student aid by adults greatly restricts our ability to respond or compete in this market.
- We are planning open entry/open exit programs for students with varying needs.
- The AVTS negotiated an agreement with the private industry council to target special vocational programs for dropouts.
- We are in the process of examining the entire vocational education delivery system in Erie County both for the AVTS and comprehensive high schools.
- The implementation of Chapter 5 in the participating schools has caused our AVTS enrollments to drop because students need to make up failed courses.
- There is not enough time in a school day to meet the academic and vocational requirements, and students have indicated they will drop out of school if removed from their vocational programs.
- The current structure under Chapter 5 is too rigid with no flexibility for local situations.
- We will be placing more emphasis on high technology programs.
- We are reaching out toward adult clientele. (2)
- No change will take place until the requirements are enforced.
- We may implement a tutorial program to help students with their academic courses.
- We are concerned about the impact on our cooperative education activities in switching from a week-about to a half-day program.
- A continuing survey of local needs will identify job opportunities for students and may result in some additional programs for secondary students.
- The AVTSs need funding for adults similar to that provided to community colleges.
- Schools need to address the potential dropout problem.
- The Department of Education does not have a working understanding of the impact of Chapter 5 on AVTSs.
- All the advocates and leaders for vocational education have been silenced.

- The addition of certified mathematics instructors enables many of our students to get the required mathematics credit in three-year programs.

- Parents and students alike are still fearful that students cannot participate in vocational programs and still graduate.

- Vocational education provides many more benefits in the educational than simply a job at the end of the senior year.

- Many of the students now enrolled are handicapped or educationally disadvantaged thus discouraging higher level students.

- The increased requirements do not necessarily make for better students.

- The elimination of the "General Course" at participating schools would encourage more students to enroll in vocational programs.

- There is a need for the creation of a comprehensive state plan that coordinates vocational, academic and business-related education in such a way that students are able to meet both the state requirements and their own personal needs.

- Cooperation with the participating schools is better, but there is still a lot of misunderstanding about both Chapters 5 and 6.

- "Work-study programs" are promoted by the participating schools rather than vocational education. Students opt for the easiest way to attain a job--"work study" provides for only short-term goals. "Work-study programs" are often in direct competition to co-op programs.

- Even handicapped students who have completed one or more years in a vocational program are being placed in "work-release programs" by the participating schools rather than being encouraged to finish a vocational program.

- The increased pressure to diminish entrance standards or to adhere to standards set forth by the Carl D. Perkins Vocational Education Act causes more highly qualified students to look at vocational programs as "special needs programs."

- Participating schools are upgrading equipment more rapidly than AVTSs. The Act 107 funds simply were not enough to upgrade AVTSs. These funds did provide a base but fell far short of providing the kind of money needed to keep up with technology.

- There is a lack of money to provide the necessary assistance to upgrade vocational instruction and set standards uniformly throughout the state. With decreasing enrollments, participating schools are unable to fund the necessary amount of money to insure, change, revise or upgrade programs. It is far easier to drop a vocational program than increase its effectiveness.

- Paperwork and unnecessary time in developing competency-based education, without the benefit of a well-organized state plan or the leadership to provide direction, are at the very least frustrating.

- There seems to be no consistent public statement by the Department to promote vocational education.

- Community colleges receive a lion's share of the funds and are rapidly trying to take over vocational schools.

School Districts

- We do not anticipate any changes in our vocational programs. (3)

- The three schools in Fulton County will be combining their vocational programs in 1987-88. Our plans are to establish a vocational attendance area.

- The clarification of some academic course substitutions for vocational education requirements, even when taught by a nonvocational teacher, was a big help. Meeting objectives set by the occupational advisory committee was no real problem. Without this type of change we would have run into difficulties.

- Our programs probably will not continue to qualify as vocational education.

- We need less forms!

- At this point we are just trying to survive without having to revert to the one-track program of many years ago.

- If enrollments continue to decrease, vocational course offerings will be dropped.

APPENDICES

APPENDIX A

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

May 6, 1987

Dear Administrator:

The Bureau of Vocational and Adult Education is conducting a third-year follow-up to assess the impact of Chapter 5 (Curriculum Regulations) and Chapters 6 and 339 (Vocational Education Regulations and Standards) on approved vocational education programs in area vocational-technical schools (AVTSs) and secondary high schools.

The purpose of this survey is to continue to monitor the impact of the Regulations and Standards on enrollments and program delivery. The Bureau of Vocational and Adult Education is required to report the results to the State Board of Education, and the Secretary of Education is required to report the results to the Standing Committees on Education of the Senate and House of Representatives in accordance with Section 1803.1 of Act 117 of 1986. The specific objectives include the following:

To determine:

1. Changes in enrollment patterns from 1984-85 to 1987-88.

2. Changes in scheduling patterns and instructional time in vocational education.

3. Vocational and academic course additions and deletions to approved vocational education programs.

4. Problems encountered in implementing Chapters 5 and 6 Regulations.

5. Solutions proposed to some problems for implementing Chapters 5 and 6.

Enclosed is a copy of the 1986 report for your review. All of you contributed to this report last year. You will note that the questionnaire for this year's reporting has been greatly streamlined over the previous year. We only need projections for next year; all other necessary data will be gathered from sources already in existence.

Please complete the enclosed survey form and return it in the enclosed envelope to:

Dr. Thomas R. Winters
Research, Evaluation and Data Management
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Your cooperation in responding by June 5, 1987 will be greatly appreciated. If you have any questions regarding the survey, please contact Dr. Winters at (717) 783-6867.

Sincerely,

Jerry C. Olson, Director
Bureau of Vocational and Adult Education

Enclosures

JCO/TRW/g1678

APPENDIX B

1987 SURVEY ON CHAPTER 5 AND 6 IMPACT ON VOCATIONAL EDUCATION

Institution _____ Date _____

Contact Person _____ Telephone ( ) _____

Directions: Supply the following information about the "approved" vocational education programs offered in your school. DO NOT INCLUDE information about programs in Industrial Arts, Home Economics (Consumer and Homemaking) or non-vocational Business Education.

1. Do you anticipate any enrollment changes (increase or decrease) in your vocational education programs for the 1987-88 school year? ___ Yes ___ No
If yes, please circle the type of change--increase (+) or decrease (-)--and the estimated change for each grade in the form below:

	Grade											
	9		10		11		12		Adult*		TOTAL	
Type of Change	+	-	+	-	+	-	+	-	+	-	+	-
Estimated 1987-88 Enrollment Change												

*Report only daytime adults enrolled in regular programs.

2. If you answered yes to Question 1, what do you consider to be the major reason(s) for the anticipated change in enrollments?

_____

_____

_____

_____

3. Do you anticipate any changes (increase or decrease) in the hours of instruction offered in your "approved" vocational education programs for the 1987-88 school year? ___ Yes ___ No If yes, indicate the type of change and the reason.

_____

_____

_____

_____

4. Do you anticipate adding or terminating any vocational or related academic courses for the 1987-88 school year? ___ Yes ___ No If yes, list the course(s) to be added or terminated and the reason.

_____

_____

_____

_____

5. Do you anticipate any scheduling pattern changes (for example: three to two year, 12th grade only) in your vocational education programs for the 1987-88 school year? ___ Yes ___ No If yes, indicate the proposed change and the reason.

_____

_____

_____

_____

6. List problems you are encountering in your vocational education programs as a result of the required implementation of the following:

   a. Chapter 5 (Academic) Regulations

   _____

   _____

   _____

   b. Chapter 6 (Vocational) Regulations

   _____

   _____

   _____

   c. Chapter 339 (Vocational) Standards

   _____

   _____

   _____

7. What suggestions would you make to school personnel as they implement the above (Question 6) requirements?

   a. Chapter 5 (Academic) Regulations

   _____

   _____

   _____

   b. Chapter 6 (Vocational) Regulations

   _____

   _____

   _____

   c. Chapter 339 (Vocational) Standards

   _____

   _____

   _____

8. Do you have any other comments about changes you may be anticipating in your vocational education programs?

   _____

   _____

   _____

   _____

APPENDIX C
TABLE 1
AVTS ENROLLMENT DATA

AREA VOCATIONAL-TECHNICAL SCHOOL	Previous Enrol. 85-86	Present Enrol. 86-87	Projected Enrol. 87-88	85/86 - 86/87 % Rate of Change	86/87 - 87/88 % Rate of Change
A W BEATTIE AVTS	1,009	933	907	-7.5	-2.8
ADMIRAL PEARY AVTS	652	570	521	-12.6	-8.6
ALTOONA AVTS	1,532	1,427	1,327	-6.9	-7.0
BEAVER COUNTY AVTS	841	770	850	-8.4	10.4
BEDFORD-EVERETT AVTS	265	263	285	-.8	8.4
BERKS COUNTY AVTS	1,504	1,533	1,513	1.9	-1.3
BETHLEHEM AVTS	1,498	1,317	1,167	-12.1	-11.4
BRADFORD COUNTY AVTS	320	320	320	.0	.0
BUCKS COUNTY AVTS	1,180	1,143	1,293	-3.1	13.1
BUTLER COUNTY AVTS	761	767	722	.8	-5.9
C MONTGOMERY CO AVTS	786	692	601	-12.0	-13.2
C WESTMORELAND CO AVTS	1,491	1,411	1,336	-5.4	-5.3
CARBON COUNTY AVTS	529	480	480	-9.3	.0
CENTRAL CHESTER CO AVTS	699	576	576	-17.6	.0
CENTRE COUNTY AVTS	551	532	554	-3.4	4.1
CITY OF ERIE SD	1,045	942	942	-9.9	.0
CLARION COUNTY AVTS	493	466	425	-5.5	-8.8
CLEARFIELD COUNTY AVTS	616	519	519	-15.7	.0
COLUMBIA-MONTOUR AVTS	619	659	659	6.5	.0
CRAWFORD COUNTY AVTS	606	642	642	5.9	.0
CUMBERLAND-PERRY AVTS	958	950	950	-.8	.0
DAUPHIN COUNTY AVTS	726	772	711	6.3	-7.9
DELAWARE COUNTY AVTS	2,094	1,802	1,555	-13.9	-13.7
E MONTGOMERY CO AVTS	633	516	516	-18.5	.0
E NORTHAMPTON CO AVTS	623	665	789	6.7	18.6
E WESTMORELAND CO AVTS	656	572	566	-12.8	-1.0
ERIE COUNTY AVTS	834	870	870	4.3	.0
FAYETTE COUNTY AVTS	873	761	761	-12.8	.0
FORBES ROAD EAST AVTS	1,114	842	342	-24.4	-59.4
FRANKLIN COUNTY AVTS	1,235	1,197	1,127	-3.1	-5.8
GREATER JOHNSTOWN AVTS	950	872	892	-8.2	2.3
GREENE COUNTY AVTS	336	368	353	9.5	-4.1
HAZLETON AVTS	831	791	693	-4.8	-12.4
HBG-STLTON-HIGHSPR AVTS	729	894	894	22.6	.0
HUNTINGDON COUNTY AVTS	416	435	435	4.6	.0
INDIANA COUNTY AVTS	563	509	509	-9.6	.0
JEFFERSN CO-DUBOIS AVTS	536	547	550	2.1	.5
JUNIATA-MIFFLIN CO AVTS	448	416	516	-7.1	24.0
KEYSTONE CENTRAL AVTS	254	296	316	16.5	6.8
LACKAWANNA COUNTY AVTS	1,249	847	447	-32.2	-47.2
LANCASTER COUNTY AVTS	1,228	615	410	-49.9	-33.3
LAWRENCE COUNTY AVTS	876	860	860	-1.8	.0
LEBANON COUNTY AVTS	854	695	295	-18.6	-57.6
LEHIGH COUNTY AVTS	2,346	2,161	2,011	-7.9	-6.9

APPENDIX C
TABLE 1
AVTS ENROLLMENT DATA

AREA VOCATIONAL-TECHNICAL SCHOOL	Previous Enrol. 85-86	Present Enrol. 86-87	Projected Enrol. 87-88	85/86 - 86/87 % Rate of Change	86/87 - 87/88 % Rate of Change
LENAPE AVTS	529	493	493	-6.8	.0
MCKEESPORT AVTS	497	352	387	-29.2	9.9
MERCER COUNTY AVTS	498	503	503	1.0	.0
MIDDLE BUCKS CO AVTS	787	662	662	-15.9	.0
MON VALLEY AVTS	628	555	555	-11.6	.0
MONROE COUNTY AVTS	615	597	597	-2.9	.0
N WESTMORELAND CO AVTS	414	383	385	-7.5	.5
NORTH FAYETTE CO AVTS	601	609	609	1.3	.0
NORTH MONTCO AVTS	831	686	586	-17.4	-14.6
NORTHRN CHESTER CO AVTS	417	381	341	-8.6	-10.5
NORTHUMBERLAND CO AVTS	450	426	426	-5.3	.0
PARKWAY WEST AVTS	1,071	917	827	-14.4	-9.8
PHILADELPHIA SD	7,631	7,181	7,001	-5.9	-2.5
READING-MUHLENBERG AVTS	1,024	1,057	1,057	3.2	.0
SCHUYLKILL CO AVTS	1,149	1,080	1,050	-6.0	-2.8
SENECA HIGHLANDS AVTS	326	303	315	-7.1	4.0
SOMERSET COUNTY AVTS	611	652	652	6.7	.0
STEEL CENTER AVTS	773	652	637	-15.7	-2.3
SUN AVTS	291	283	283	-2.7	.0
SUSQUEHANNA CO AVTS	253	241	241	-4.7	.0
UPPER BUCKS CO AVTS	662	709	667	7.1	-5.9
VENANGO COUNTY AVTS	689	478	567	-30.6	18.6
W MONTGOMERY CO AVTS	196	209	209	6.6	.0
WARREN COUNTY AVTS	629	532	408	-15.4	-23.3
WEST SIDE AVTS	735	715	724	-2.7	1.3
WESTERN AVTS	408	458	483	12.3	5.5
WILKES-BARRE AVTS	1,161	1,073	1,123	-7.6	4.7
WILLIAMSPORT AREA C C	659	605	512	-8.2	-15.4
YORK COUNTY AVTS	1,238	1,237	1,308	-.1	5.7

TABLE 2
COMMONWEALTH OF PENNSYLVANIA
SCHEDULING PATTERNS OF
AREA VOCATIONAL-TECHNICAL SCHOOLS
1986-87

AREA VOCATIONAL-TECHNICAL SCHOOL		GRADES PROGRAMS OFFERED				TYPE SCHOOL			ROTATION SCHEDULE TYPE									
(Attendance Areas Having Officially Organized Boards)	Daytime Adults	9	10	11	12	Full Time	Part Time	Part Time 12th Grade Only	1/3 Day	1/2 Day	1 Week	2 Week	3 Week	9 Week	Semester	Full Day 12th Grade Only	Adults Only	
Admiral Peary	X		X	X	X		X			X								
Altoona	X		X	X	X		X			X								
A. W. Beattie				X	X		X			X								
Beaver	X			X	X		X			X								
Bedford-Everett			X	X	X		X			X								
Berks - East	X		X	X	X		X			X								
Berks - West	X		X	X	X		X			X								
Bethlehem	X		X	X	X		X			X								
Bradford			X	X	X		X							X				
Bucks	X		X	X	X		X						X					
Butler	X			X	X		X		X									
Carbon			X	X	X		X			X								
Central Chester	X		X	X	X		X			X								
Central Montgomery	X		X	X	X		X							X				
Central Westmoreland			X	X	X		X			X								
Centre	X		X	X	X		X							X				
Clarion			X	X	X		X			X								
Clearfield				X	X		X			X								
Columbia-Montour			X	X	X	X				X								
Crawford	X			X	X		X			X								
Cumberland-Perry			X	X	X		X			X								
Dauphin	X		X	X	X	X					X							

COMMONWEALTH OF PENNSYLVANIA
SCHEDULING PATTERNS OF
AREA VOCATIONAL-TECHNICAL SCHOOLS
1986-87

AREA VOCATIONAL-TECHNICAL SCHOOL		GRADES PROGRAMS OFFERED				TYPE SCHOOL			ROTATION SCHEDULE TYPE									
(Attendance Areas Having Officially Organized Boards)	Daytime Adults	9	10	11	12	Full Time	Part Time	Part Time 12th Grade Only	1/3 Day	1/2 Day	1 Week	2 Week	3 Week	9 Week	Semester	Full Day 12th Grade Only Adults Only		
Delaware - Aston	X		X	X	X		X			X								
Delaware - Folcroft	X		X	X	X		X			X								
Delaware - Marple	X		X	X	X		X			X								
Eastern Montgomery	X			X	X		X			X								
Eastern Northampton	X			X	X		X			X								
Eastern Westmoreland			X	X	X		X			X								
Erie City (Technical Memorial)			X	X	X	X				X								
Erie County			X	X	X		X				X							
Fayette			X	X	X		X			X					X			
Forbes Road East	X			X	X		X			X								
Franklin			X	X	X		X						X					
Greater Johnstown	X		X	X	X	X				X	X							
Greene	X		X	X	X		X			X								
Harrisburg-Steelton-Highspire		X	X	X	X		X		X									
Hazleton	X		X	X	X		X			X								
Huntingdon	X		X	X	X		X			X								
Indiana	X		X	X	X		X			X								
Jefferson-DuBois	X		X	X	X	X					X							
Juniata-Mifflin			X	X	X		X			X								
Keystone Central				X	X		X							X				
Lackawanna - Mensky				X	X		X			X								
Lackawanna - Dende	X			X	X		X			X								

COMMONWEALTH OF PENNSYLVANIA
SCHEDULING PATTERNS OF
AREA VOCATIONAL-TECHNICAL SCHOOLS
1986-87

AREA VOCATIONAL-TECHNICAL SCHOOL		GRADES PROGRAMS OFFERED				TYPE SCHOOL			ROTATION SCHEDULE TYPE									
(Attendance Areas Having Officially Organized Boards)	Daytime Adults	9	10	11	12	Full Time	Part Time	Part Time 12th Grade Only	1/3 Day	1/2 Day	1 Week	2 Week	3 Week	9 Week	Semester	Full Day 12th Grade Only	Adults Only
Lancaster - Brownstown	X				X			X								X	
Lancaster - Mount Joy	X				X			X								X	
Lancaster - Willow Street	X				X			X								X	
Lawrence	X		X	X	X	X					X						
Lebanon					X			X		X						X	
Lehigh	X		X	X	X		X			X							
Lenape				X	X	X					X						
McKeesport	X			X	X		X			X							
Mercer	X		X	X	X		X			X							
Middle Bucks			X	X	X		X			X							
Monroe			X	X	X		X			X							
Mon Valley			X	X	X		X		X								
North Fayette			X	X	X		X			X							
North Montco	X		X	X	X		X			X							
Northern Chester	X		X	X	X	X				X							
Northern Westmoreland				X	X		X			X							
Northumberland			X	X	X		X							X			
Parkway West	X			X	X		X			X							
Philadelphia - Bok		X	X	X	X	X				X							
Philadelphia - Dobbins			X	X	X	X				X							
Philadelphia - J. F. Kennedy	X					X											
Philadelphia - Mastbaum			X	X	X	X				X							
Philadelphia - Randolph	X		X	X	X		X				X						

COMMONWEALTH OF PENNSYLVANIA
SCHEDULING PATTERNS OF
AREA VOCATIONAL-TECHNICAL SCHOOLS
1986-87

AREA VOCATIONAL-TECHNICAL SCHOOL		GRADES PROGRAMS OFFERED				TYPE SCHOOL			ROTATION SCHEDULE TYPE									
(Attendance Areas Having Officially Organized Boards)	Daytime Adults	9	10	11	12	Full Time	Part Time	Part Time 12th Grade Only	1/3 Day	1/2 Day	1 Week	2 Week	3 Week	9 Week	Semester	Full Day 12th Grade Only	Adults Only
Philadelphia - Saul Ag.		X	X	X	X	X				X							
Philadelphia - Swenson	X		X	X	X		X				X						
Pittsburgh - Connelley	X					X											X
Reading-Muhlenberg			X	X	X		X			X							
Schuylkill - North	X		X	X	X		X								X		
Schuylkill - South	X		X	X	X		X								X		
Seneca Highlands			X	X	X		X			X							
Somerset	X		X	X	X		X				X						
Steel Center	X			X	X		X			X							
SUN	X				X			X								X	
Susquehanna			X	X	X		X			X							
Upper Bucks	X		X	X	X		X			X							
Venango	X			X	X		X			X							
Warren	X			X	X		X			X							
West Side		X	X	X	X	X				X							
Western	X		X	X	X		X			X							
Western Montgomery	X				X			X								X	
Wilkes-Barre			X	X	X		X			X							
Williamsport Area C.C.				X	X	X								X			
York			X	X	X	X						X					

Note: Grades programs offered determined by 30 or more students enrolled.

• In Pittsburgh, all vocational education is offered in the Comprehensive High School.

TABLE 3
AVTS SCHEDULE CHANGES 1985-86 AND 1986-87

SCHOOL	TYPE SCHOOL	TYPE SCHEDULE 85-86	TYPE SCHEDULE 86-87	REMARKS
Delaware - Aston	Part Time	½ Day 3 Years	½ Day *2 Years & 3 Years	Seven participating districts going to a two-year program - 86-87
Delaware - Folcroft	Part Time	½ Day 3 Years	½ Day *2 Years & 3 Years	Seven participating districts going to a two-year program - 86-87
Delaware - Marple	Part Time	½ Day 3 Years	½ Day *2 Years & 3 Years	Seven participating districts going to a two-year program - 86-87
Fayette	Part Time	½ Day 3 Years	*Semester & ½ Day 3 Years	Two participating districts at ½ day Two participating districts at semester rotation
Greater Johnstown	Full Time	½ Day 3 Years	*1 Week & ½ Day 3 Years	Changing from eight- to nine-period day - 86-87
Lackawanna - Dende	Part Time	½ Day 3 Years	½ Day *2 Years	
Lackawanna - Mensky	Part Time	½ Day 3 Years	½ Day *2 Years	
Lancaster - Brownstown	Part Time	½ Day 2 Years	*Full Day Seniors Only	
Lancaster - Mt. Joy	Part Time	½ Day 2 Years	*Full Day Seniors Only	
Lancaster - Willow Street	Part Time	½ Day 2 Years	*Full Day Seniors Only	
Lawrence	Full Time	1 Week 3 Years	*Semester 3 Years	Considering semester rotation - 86-87
Lebanon	Part Time	½ Day 3 Years	½ Day *2 Years	
Venango	Part Time	½ Day 3 Years	½ Day *2 Years	

Source: May 1986 follow-up survey

*Denotes change in scheduling

TABLE 3A
AVTSs ANTICIPATING SCHEDULING CHANGES
1987-88

School	Change	Reason
Altoona	Tenth grade students will take an English credit at the AVTS.	Needed to meet graduation requirements.
Bedford-Everett	A one-year program to a three-year program.	Needed to meet Chapter 339 Standards.
Bucks County	Decrease vocational hours of instruction--increase hours for mathematics.	Needed to meet graduation requirements.
Centre County	Clustering in Building Trades.	Provides a broader base program.
Cumberland-Perry	Eleventh grade students will take one credit of mathematics at AVTS.	Needed to meet graduation requirements.
Delaware County	All courses will be reduced from three year to two year except Cosmetology.	Districts desire only to send students in grades 11 and 12.
Eastern Montgomery County	Add one period per day programs in selected business occupations.	
Eastern Northampton County	Return to three-year programs in some areas.	Student interest.
Eastern Westmoreland County	Decrease hours for one participating school.	Permit students to return to participating school for physical education requirement.
Forbes Road East	First year of transition to seniors only program.	
Franklin County	Seven two-year programs to three-year programs.	Easier to recruit students.
Keystone Central	Some programs will change from nine-week to half-day rotation.	
Lancaster County	First year of seniors only program. Will offer alternate three-year program as well.	Low enrollments in seniors only program.
Lebanon County	Final years of transition to seniors only program.	
Lenape	Programs will change from one-week to half-day rotation.	Difficulty in scheduling academics.
North Montco	Three-hour to two-hour a.m. programs.	Needed to meet graduation requirements.
Venango County	Two-year to modified three-year program.	2-86 BEC permits course substitution.

TABLE 4
NEW VOCATIONAL AND ACADEMIC PROGRAMS AT AVTSs
1985-86 and 1986-87

1985-86		1986-87	
Number	Program	Number	Program
5	Mathematics (for credit)	6	Mathematics
2	Science (for credit)	1	Science
1	Computer Systems	3	Business Data Processing and Related Programs, General
2	Child Care	2	Electronic Technology
1	Principles of Technology	2	Child Care and Guidance Management and Services, General
2	Computer Maintenance Repair	2	Drafting and Design Technology
1	Secretarial/Office Procedures	2	Electrical Construction Maintenance
1	Diesel Mechanic	1	Electromechanical Technology
1	Baking	1	Computer and Information Sciences, General
1	Meat Cutting	1	Typing, General Office and Related Programs, General
1	Electromechanical Technology	1	Diesel Engine Mechanics
1	Machine Trades	1	Agricultural Mechanics, General
1	Scientific Data Processing	1	Millwork and Cabinet Making
1	Tool and Diemaking	1	Diesel Engine Mechanics
1	Computer Mathematics	1	Horticulture, General
1	Drafting and Design	1	Brick, Block and Stonemasonry
1	Textiles	1	Job-Seeking/Changing Skills
1	Computer Data Processing	1	Renewable Natural Resources, General
		1	Engineering Related Technology
		1	Health Related Technology
		1	Dietetic Aide/Assisting
		1	Printing and Decorating
		1	Plumbing
		1	Communication Electronics
		1	Electromechanical, Hydraulic and Pneumatic Instrument Repair
		1	Computer Servicing Technology
		1	Agricultural Production, General

NOTE: New programs listed for 1986-87 are in addition to those listed for 1985-86.

TABLE 5
TERMINATED VOCATIONAL AND ACADEMIC PROGRAMS AT AVTSs
1985-86 AND 1986-8/

1985-86		1986-87	
Number	Terminated Programs	Number	Terminated Programs
1	Health Assisting	7	Job-Seeking/Changing Skills
2	Warehouse Services Marketing	5	Marketing and Distribution, Other
1	Interior Design	5	Graphic and Printing Communications, General
1	Clothing/Textiles Management/Production		
1	Baking	5	Major Appliance Repair
1	Computer and Information Sciences	4	Business Data Processing and Related Programs, General
1	Architectural Design Technology		
1	Civil Technology	4	Heating, Air Conditioning and Refrigeration Mechanics, General
2	Mechanical Drafting/Design Technology		
1	Tool and Die Design Technology	3	Mechanical Drafting and Design Technology
1	Chemical Technology	3	Commercial Art
2	Masonry	3	Painting and Decorating
1	Electrical, Industrial	3	Warehouse Services Marketing
1	Plumbing	2	Building Trades Maintenance
2	Communication Electronics	2	Plumbing
2	Appliance Repair	2	Metal Fabrication
1	Heating	2	Heating and Air Conditioning
1	Small Engine Repair	2	Communication Electronics
2	Graphic Arts	2	Computer and Information Sciences, General
1	Commercial Art		
1	Sheet Metal	2	Brick, Block and Stonemasonry
1	Tool and Die Making	2	Electrical Technology
1	Diversified Occupations	2	Diesel Engine Mechanics
		1	Drafting and Design Technology
		1	Machine Tool Operation/Machine Shop
		1	Millwork and Cabinet Making
		1	Clinical Laboratory Assisting
		1	Home Furnishings and Equip. Mgmt., Prod. and Services, General
		1	Building Construction Occupation
		1	Vocational Education, Other
		1	Agriculture Technology
		1	Horticulture, General
		1	Clothing, Apparel and Textiles Mgmt., Prod. and Services, General
		1	Computer Servicing Technology
		1	Electrical and Electronics Equipment Repair, General
		1	Typing, General Office and Related Programs, General
		1	Drafting, General
		1	Mechanical Technology

TABLE 5 (Continued)
TERMINATED VOCATIONAL AND ACADEMIC PROGRAMS AT AVTSs
1985-86 AND 1986-87

1985-86		1986-87	
Number	Terminated Programs	Number	Terminated Programs
		1	Chemical Technology
		1	Agricultural Production, General
		1	Agricultural Services and Supplies, General
		1	Interior Design
		1	Civil Technology
		1	Motor Repair
		1	Architectural Design and Construction Technology
		1	Cooling and Refrigeration
		1	Welding, Brazing and Soldering
		1	Small Engine Repair
		1	Electrical Industrial
		1	Health Assisting
		1	Commercial Photography
		1	Sheet Metal

NOTE: Terminated programs listed for 1986-87 are in addition to those listed for 1985-86. The primary reasons given for terminating vocational and academic programs is lack of student interest and poor job placement rates.

SPECIAL SITUATION: The following programs have been reduced to half day at Eastern Northampton AVTS.

1985-86	1986-87
Machine Trades	Marketing and Distributive Education
Printing	Apparel Design
Horticulture	Materials Handling
Painting and Decorating	
Heating, Ventilating and Refrigeration	
Health Careers	
Plumbing	
Production Agriculture	

TABLE 6
VOCATIONAL AND ACADEMIC PROGRAMS AT AVTSs TO BE ADDED
1987-88

Number	Program
3	English
2	Mathematics
2	Science
2	Child Care
1	Mathematics (Year 2)
1	Problem Solving
1	Social Studies
1	Automotive Manufacturing Technology/ Robotics
1	Computer Repair
1	Cosmetology for Special Needs
1	Baking for Special Needs
1	Electronics Office Technology
1	Graphic Arts
1	Appliance Repair
1	Personal Care Cluster
1	Airline Travel and Recreation Services
1	Chemical Technology
1	Electromechanical Technician
1	Automated Office Practice

TABLE 7
VOCATIONAL AND ACADEMIC PROGRAMS AT AVTS'S
TO BE TERMINATED OR REDUCED
1987-88

To Be Terminated	
Number	Program
3	Welding
2	Electronics
2	Machine Shop
1	Remedial Reading
1	Textile Production
1	Foundry
1	Automotive Occupations
1	Metal Fabrication
1	Printing
1	Horticulture
1	Agriculture Mechanics
1	Heating
1	Electronic Technology
1	Distributive Education
1	Sheet Metal
1	Appliance Repair
1	Civil Technology/Drafting
1	Warehousing
1	Building Maintenance

To Be Reduced	
Number	Program
2	Carpentry
1	Business Information Processing
1	Plumbing
1	Electronics
1	Auto Body
1	Chemical Technology
1	Machine Shop
1	Welding
1	Home Health Aide
1	Auto Mechanics
1	Meat Cutting
1	Graphic Arts
1	Distributive Education
1	Cooperative Education

TABLE 8
SECONDARY REGULAR ENROLLMENTS - GRADES 10 THROUGH 12
1980-81 TO 1985-86

Year	Enrollment[1] Grades 10-12	Enrollment Rate of Change
1980-81	513,609	-----
1981-82	494,749	-3.7%
1982-83	474,824	-4.0%
1983-84	456,482	-3.9%
1984-85	445,586	-2.4%
1985-86	440,574	-1.1%

TABLE 9
SECONDARY VOCATIONAL ENROLLMENTS - GRADES 10 THROUGH 12
1980-81 TO 1985-86

Year	Enrollment[2] Grades 10-12	Enrollment Rate of Change
*1980-81	226,896	-----
*1981-82	218,888	-3.5%
*1982-83	208,488	-4.8%
*1983-84	193,461	-7.2%
*1984-85	175,384	-9.4%
*1985-86	164,078	-6.4%

[1] Source: Public School Enrollment Report - PDE-4035

[2] Source: VEMIS Enrollments (Includes Consumer and Homemaking)

* SHD-"B" File and Correctional Institutions Vocational Enrollments Not Included

TABLE 10
SECONDARY VOCATIONAL ENROLLMENT COMPARISONS BY PROGRAM FIELD
AVTS VS. SCHOOL DISTRICT
1983-84 AND 1984-85

Program	AVTS - Grades 10-12 Enroll. 1983-84	AVTS - Grades 10-12 Enroll. 1984-85	AVTS - Grades 10-12 Rate of Change	SD - Grades 10-12 Enroll. 1983-84	SD - Grades 10-12 Enroll. 1984-85	SD - Grades 10-12 Rate of Change
Agriculture Education	2,474	2,266	- 8.4%	6,140	5,623	- 8.4%
Business Education	4,118	3,910	- 5.1%	51,637	45,981	-11.0%
Health Occupations Education	4,194	4,108	- 2.1%	958	955	- .3%
Marketing and Distributive Ed.	3,179	3,004	- 5.5%	4,366	3,938	- 9.9%
Occupational Home Ec. Ed.	5,763	5,546	- 3.8%	3,677	3,160	-14.1%
Technical Education	8,001	7,329	- 8.4%	502	410	-18.3%
Trade and Industrial Education	44,922	41,559	- 7.5%	8,823	8,278	- 6.2%
Not Elsewhere Classified	2,500	2,087	-16.5%	2,774	2,744	- 1.2%
Consumer and Homemaking Ed.	71	----	----	39,362	34,483	-12.4%
TOTAL	75,222	69,809	- 7.2%	118,239	105,575	-10.7%

Source: VEMIS Enrollments

SHD-"B" File and Correctional Institutions Vocational Enrollments Not Included

TABLE 11
PENNSYLVANIA SECONDARY VOCATIONAL ENROLLMENT
COMPARISONS BY PROGRAM FIELD
1983-84 AND 1984-85

Program	Enrollments Grades 10-12 Total 1983-84	Total 1984-85	Rate of Change
Agriculture Education	8,614	7,889	- 8.4%
Business Education	55,755	49,891	-10.5%
Health Occupations Education	5,152	5,063	- 1.7%
Marketing and Distributive Ed.	7,545	6,942	- 8.0%
Occupational Home Ec. Ed.	9,440	8,706	- 7.8%
Technical Education	8,503	7,739	- 9.0%
Trade and Industrial Education	53,745	49,837	- 7.3%
Not Elsewhere Classified	5,274	4,834	- 8.3%
Consumer and Homemaking Ed.	39,433	34,483	-12.5%
TOTAL	193,461	175,384	- 9.3%

Source: VEMIS Enrollments

SHD-"B" File and Correctional Institutions Vocational Enrollments Not Included

TABLE 12
SECONDARY VOCATIONAL ENROLLMENT COMPARISONS BY PROGRAM FIELD
AVTS VS. SCHOOL DISTRICT
1984-85 AND 1985-86

Program	AVTS - Grades 10-12 Enroll. 1984-85	AVTS - Grades 10-12 Enroll. 1985-86	AVTS - Grades 10-12 Rate of Change	SD - Grades 10-12 Enroll. 1984-85	SD - Grades 10-12 Enroll. 1985-86	SD - Grades 10-12 Rate of Change
Agriculture Education	2,266	2,154	- 4.9%	5,623	5,338	- 5.1%
Business Education	3,910	3,771	- 3.6%	45,981	40,875	-11.1%
Health Occupations Education	4,108	3,756	- 8.6%	955	777	-18.6%
Marketing and Distributive Ed.	3,004	2,725	- 9.3%	3,938	3,414	-13.3%
Occupational Home Ec. Ed.	5,546	5,161	- 6.9%	3,160	3,047	- 3.6%
Technical Education	7,329	6,964	- 5.0%	410	446	+ 8.8%
Trade and Industrial Education	41,559	38,241	- 8.0%	8,278	7,327	-11.5%
Not Elsewhere Classified	2,087	1,848	-11.5%	2,744	2,517	- 8.3%
Consumer and Homemaking Ed.	----	----	----	34,483	35,717	+ 3.6%
TOTAL	69,809	64,620	- 7.4%	105,575	99,458	- 5.8%

Source: VEMIS Enrollments

SHD-"B" File and Correctional Institutions Vocational Enrollments Not Included

TABLE 13
PENNSYLVANIA SECONDARY VOCATIONAL ENROLLMENT
COMPARISONS BY PROGRAM FIELD
1984-85 AND 1985-86

Program	Enrollments Grades 10-12 Total 1984-85	Enrollments Grades 10-12 Total 1985-86	Enrollments Grades 10-12 Rate of Change
Agriculture Education	7,889	7,492	- 5.0%
Business Education	49,891	44,646	-10.5%
Health Occupations Education	5,063	4,533	-10.5%
Marketing and Distributive Ed.	6,942	6,139	-11.6%
Occupational Home Ec. Ed.	8,706	8,208	- 5.7%
Technical Education	7,739	7,410	- 4.3%
Trade and Industrial Education	49,837	45,568	- 8.6%
Not Elsewhere Classified	4,834	4,365	- 9.7%
Consumer and Homemaking Ed.	34,483	35,717	+ 3.6%
TOTAL	175,384	164,078	- 6.4%

Source: VEMIS Enrollments

SHD-"B" File and Correctional Institutions Vocational Enrollments Not Included

TABLE 14
SCHOOL DISTRICT VOCATIONAL ENROLLMENT DATA

SCHOOL DISTRICT	Previous Enrol. 85-86	Present Enrol. 86-87	Projected Enrol. 87-88	85/86 - 86/87 % Rate of Change	86/87 - 87/88 % Rate of Change
ABINGTON HEIGHTS SD	108	82	***	-24.1	***
ALBERT GALLATIN AREA SD	383	435	435	13.6	.0
ALIQUIPPA BOROUGH SD	250	176	176	-29.6	.0
BALD EAGLE AREA SD	111	97	***	-12.6	***
BENSALEM TOWNSHIP SD	602	614	***	2.0	***
BUTLER AREA SD	821	291	***	-64.6	***
CARLISLE AREA SD	453	529	529	16.8	.0
CENTENNIAL SD	309	205	***	-33.7	***
CENTRAL FULTON SD	264	195	214	-26.1	9.7
CHAMBERSBURG AREA SD	348	245	145	-29.6	-40.8
CHESTER-UPLAND SD	940	1,121	1,121	19.3	.0
COCALICO SD	191	220	***	15.2	***
COUDERSPORT AREA SD	192	178	178	-7.3	.0
DELAWARE VALLEY SD	171	166	179	-2.9	7.8
DUBOIS AREA SD	182	238	255	30.8	7.1
FLEETWOOD AREA SD	57	55	***	-3.5	***
FOREST AREA SD	112	138	146	23.2	5.8
GIRARD SD	146	183	183	25.3	.0
GREATER JOHNSTOWN SD	432	436	444	.9	1.8
GREATER LATROBE SD	218	258	258	18.3	.0
HALIFAX AREA SD	162	119	***	-26.5	***
HARBOR CREEK SD	122	164	***	34.4	***
HEMPFIELD AREA SD	368	357	***	-3.0	***
JERSEY SHORE AREA SD	161	83	***	-48.4	***
JUNIATA VALLEY SD	132	141	141	6.8	.0
LAUREL HIGHLANDS SD	383	327	285	-14.6	-12.8
MANHEIM TOWNSHIP SD	120	89	83	-25.8	-6.7
MIFFLIN COUNTY SD	335	493	501	47.2	1.6
MILTON AREA SD	336	388	***	15.5	***
NEW CASTLE AREA SD	231	153	3	-33.8	-98.0
NORTHAMPTON AREA SD	298	332	***	11.4	***
NORTHERN BEDFORD CO SD	249	209	***	-16.1	***
NORTHERN LEBANON SD	222	195	212	-12.2	8.7
NORTHERN POTTER SD	90	86	***	-4.4	***
NORTHERN TIOGA SD	355	329	329	-7.3	.0
PARKLAND SD	334	513	493	53.6	-3.9
PENN CAMBRIA SD	123	159	116	29.3	-27.0
PENN HILLS SD	841	779	***	-7.4	***
PGH PUBLIC SCHOOLS	6,269	5,418	5,148	-13.6	-5.0
PHILADELPHIA SD	14,326	12,733	12,415	-11.1	-2.5
PITTSTON AREA SD	357	371	353	3.9	-4.9
POCONO MOUNTAIN SD	188	215	232	14.4	7.9
PORT ALLEGANY SD	98	53	***	-45.9	***
POTTSTOWN SD	549	493	480	-10.2	-2.6

*** No data was received from these School Districts

TABLE 14
SCHOOL DISTRICT VOCATIONAL ENROLLMENT DATA

SCHOOL DISTRICT	Previous Enrol. 85-86	Present Enrol. 86-87	Projected Enrol. 87-88	85/86 - 86/87 % Rate of Change	86/87 - 87/88 % Rate of Change
PURCHASE LINE SD	188	144	242	-23.4	68.1
READING SD	690	560	615	-18.8	9.8
RED LION AREA SD	205	270	***	31.7	***
RIDLEY SD	325	317	317	-2.5	.0
SHAMOKIN AREA SD	206	206	***	.0	***
SHIKELLAMY SD	95	112	63	17.9	-43.8
SOUTHERN LEHIGH SD	159	161	141	1.3	-12.4
ST CLAIR AREA SD	35	34	25	-2.9	-26.5
STATE COLLEGE AREA SD	187	149	96	-20.3	-35.6
TUNKHANNOCK AREA SD	455	370	***	-18.7	***
TYRONE AREA SD	321	349	336	8.7	-3.7
WALLENPAUPACK AREA SD	190	215	215	13.2	.0
WARREN COUNTY SD	326	219	219	-32.8	.0
WEST CHESTER AREA SD	367	375	375	2.2	.0
WEST PERRY SD	224	229	200	2.2	-12.7
WOODLAND HILLS SD	367	584	***	59.1	***

*** No data was received from these School Districts

TABLE 15
SCHOOL DISTRICT SCHEDULE CHANGES
1986-87

School District	Remarks
Bald Eagle Area	Addition of mathematics and science courses for vocational education.
Bensalem Township	All electives met three periods out of a six-period rotation. Majors will meet all six periods starting 1986-87.
Carlisle Area	Distributive Education programs changed from three year to two year.
Girard	Changed from single periods to double periods.
Pocono Mountain	Increased credit.
Ridley	Tenth grade students no longer schedule AVTS.
Shikellamy	Increased hours.
Penn Cambria	Changed from seven-period to eight-period day.

TABLE 16
SCHOOL DISTRICT SCHEDULE CHANGES
1987-88

School District	Remarks
Chester	Will change from a week-about to a half-day-about program.

TABLE 17
NEW VOCATIONAL AND ACADEMIC PROGRAMS
IN SCHOOL DISTRICTS
1986-87

Number	Program
2	Agricultural Mechanics, General
2	Comprehensive Consumer and Homemaking Home Economics
1	Marketing and Distribution, Other
1	Home Health Aide
1	Medical Assisting
1	Brick, Block and Stonemasonry
1	Small Engine Repair
1	Business Data Processing and Related Programs, General

TABLE 18
TERMINATED VOCATIONAL AND ACADEMIC PROGRAMS
IN SCHOOL DISTRICTS
1986-87

Number	Program
9	Job-Seeking/Changing Skills
6	Comprehensive Consumer and Homemaking Home Economics
3	Machine Tool Operation/Machine Shop
3	Agriculture Mechanics, General
3	Marketing and Distribution, Other
2	Accounting, Bookkeeping and Related Programs, General
2	Automotive Mechanics
2	Typing, General Office and Related Programs, General
1	Agricultural Production, General
1	Automotive Specialist
1	Graphic and Printing Communications, General
1	Business and Office, Other
1	Business Data Processing and Related Programs, General
1	Horticulture, General
1	Typing, General Office and Related Programs, General
1	Motor Repair
1	Graphics Occupations
1	Secretarial and Related Programs, General
1	Forestry Production and Processing, General
1	Food Production, Management and Services, General
1	Health Assisting
1	Building Trades Maintenance
1	Custom Apparel/Garment Seamstress
1	Electrical Construction Maintenance
1	Commercial Garment and Apparel Construction
1	Electrical and Electronics Equipment Repair, General
1	Drafting, General
1	Custodial Services

NOTE: The primary reasons for terminating vocational and academic programs is lack of student interest and enrollment.

TABLE 19
VOCATIONAL AND ACADEMIC PROGRAMS IN SCHOOL DISTRICTS
TO BE ADDED
1987-88

Number	Program
1	Building Maintenance
1	Consumer Mathematics

TABLE 20
VOCATIONAL AND ACADEMIC PROGRAMS IN SCHOOL DISTRICTS
TO BE TERMINATED
1987-88

Number	Program
1	Electrical Construction
1	Vocational Mathematics
1	Office Machine and Office Practice
1	Distributive Education
1	Stenographic
1	Vocational Home Economics
1	Metal Fabrication and Welding